



1. You need to introduce a new skill to a group of athletes. List two direct instruction methods you could use.

i.

ii.

2. An athlete is lacking in confidence and needs to feel successful when trying a new skill. What strategies can you use in this situation?

3. You notice that a number of athletes seem to “choke” (become very tense resulting in poor skills and decision making) at critical parts of a game. Give an example of a games based approach to assist athletes to cope better with critical moments.

4. You want to prepare the athletes for the some of the problem situations that might occur during competition. List three problem areas that may need to be addressed, and provide an example of a solution for each.

i.

ii.

iii.

5. You have been trying to use more questioning of the athletes to encourage them to think for themselves. Given an example of a lower order and a higher order question.

Higher order question:

Lower order question:

6. List the three steps in the athlete assessment, and provide an example of each.

i.

ii.

iii.

7. The team often blames the officials for their poor performance. Describe an approach the coach could take to ensure the team assumes responsibility for their own performance.

8. You know that one of the athletes is very sensitive to negative comments and generalisations about their performance. What methods could you use to provide feedback to the athlete?

9. The athletes comment that the coach is difficult to listen to because he doesn't engage their interest. What are some of strategies for improving content delivery that could be used by the coach to solve this problem?

10. You are coaching an athlete who speaks only a little English. List two strategies that you can use to assist in teaching them a particular skill.

i.

ii.